

## **AUTHOR INDEX**

## **AUTHOR INDEX**

Hirschhorn, Daniel B., and Denisse R. Thompson. Technology and Reasoning in Algebra and Geometry. Feb., 138-42.

Hopper, Hallie, Vicki G. Fegers, Lynn McCarthy, Don Myerscough, and Don Ploger. Cryptography: Cracking Codes. Dec., 743-50, 756-57.

Housinger, Margaret M. Trap a Surprise in an Isosceles Trapezoid. Jan., 12-14.

Huetinck, Linda. Group Theory: It's a SNAP. Apr., 342-46.

Hurwitz, Marsha. Understanding the Composites. Feb., 116-17.

Jabon, David, Penny Coffman, Gail Nord, John Nord, and Bryce W. Wilson. Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.

Jones, Doug, and William S. Bush. Mathematical Structures: Answering the "Why" Questions. Dec., 716-22.

Kelley, Loretta. Why Were So Few Mathematicians Female? Oct., 592-96.

Kennedy, Jane B. An Interest in Radioactivity. Mar., 209-14, 228-30.

Keusch, Teri, Mary Bouck, and William M. Fitzgerald. Developing as a Teacher of Mathematics. Dec., 769-73.

Knecht, Corine, Albert Fernandez, and Nancy A. Gonzales. Active Participation in the Classroom through Creative Problem Generation. May, 383-85.

Konold, Clifford. Representing Probabilities with Pipe Diagrams. May, 378-82.

Korithoski, Theodor. Finding Quadratic Equations for Real-Life Situations. Feb., 154-57 (see also Sept., 499).

Kramer, Steven L. Block Scheduling and High School Mathematics Instruction. Dec., 758-68.

Kulig, Christopher J., O. Carm. Winning at QUARTO! May, 374-75.

Lajoie, Susanne P., and Nancy C. Lavigne. Communicating Performance Criteria to Students through Technology. Jan., 66-69.

Larson, Karen R., and Anne Larson Quinn. When Does a Dog Become Older Than Its Owner? Dec., 734-37.

Lavigne, Nancy C., and Susanne P. Lajoie. Communicating Performance Criteria to Students through Technology. Jan., 66-69.

Long, Madeleine J. Systemic Reform: A New Mantra for Professional Development. Oct., 584-87.

Lowther, Martha H. The Square-Patio Problem. Jan., 4-6.

Lufkin, Dan. The Incredible Three-by-Five Card! Feb., 96-98 (see also Oct., 576).

Maier, Eugene, and Albert B. Bennett Jr. Visual Approach to Solving Mixture Problems. Feb., 108-11.

Martelli, Mario, and Gerald Gannon. Cutting a Chain—a Problem Made to Be Generalized. Apr., 292-93.

Mayer, Jennifer, and Susan Hillman. Assessing Students' Thinking through Writing. May, 428-32.

McCarthy, Lynn, Vicki G. Fegers, Hallie Hopper, Don Myerscough, and Don Ploger. Cryptography: Cracking Codes. Dec., 743-50, 756-57.

McGivney, Jean, Mark Flaherty, Mako E. Haruta, and Raymond J. McGivney. Coin Tossing. Nov., 642-45.

McGivney, Raymond J., Mark Flaherty, Mako E. Haruta, and Jean McGivney. Coin Tossing. Nov., 642-45.

Meike, Gerald. Coaching versus Competence. Apr., 270-72.

Millard, Ron. The Final Tally. Nov., 636-39.

Murdick, Kent. Short-Term Sales Forecasting. Jan., 48-52.

Myerscough, Don, Vicki G. Fegers, Hallie Hopper, Lynn McCarthy, and Don Ploger. Cryptography: Cracking Codes. Dec., 743-50, 756-57.

Neuwirth, Erich. Spreadsheets: Helpful for Understanding Mathematical Structures. Mar., 252-54.

Nichols, Joe D. Reflections: A Lesson in Related Rates. May, 390-93.

Nord, Gail, Penny Coffman, David Jabon, John Nord, and Bryce W. Wilson. Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.

Nord, John, Penny Coffman, David Jabon, Gail Nord, and Bryce W. Wilson. Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.

Nowosielski, Frank D., Robert Hanson, and Tad Watanabe. Morgan's Theorem. May, 420-23.

Parker, Jacquelyn, and James Pelech. The Graphing Calculator and Division of Fractions. Apr., 304-5.

Pelech, James, and Jacquelyn Parker. The Graphing Calculator and Division of Fractions. Apr., 304-5.

Perlstein, Ruth. Family Algebra Night. Jan., 28-29.

Picciotto, Henri. Make These Designs. May, 424-27.

Piccolino, Anthony V. The Advanced Placement Course in Statistics: Increasing Students' Options. May, 376-77.

Ploger, Don, Vicki G. Fegers, Hallie Hopper, Lynn McCarthy, and Don Myerscough. Cryptography: Cracking Codes. Dec., 743-50, 756-57.

Potter, Margaret A. Using a Feedback Form to Communicate with Students. Mar., 184-85.

Price, Jack. Building Bridges of Mathematical Understanding for All Children. Sept., 536-39.

Quinn, Anne Larson, and Karen R. Larson. When Does a Dog Become Older Than Its Owner? Dec., 734-37.

Raiszadeh, Azar D., Farhad M. E. Raiszadeh, and Tapan Sen. Two Car-Buying Strategies: An Old Problem Revisited with a New Analysis. Mar., 196-99.

Raiszadeh, Farhad M. E., Azar D. Raiszadeh, and Tapan Sen. Two Car-Buying Strategies: An Old Problem Revisited with a New Analysis. Mar., 196-99.

Reif, Daniel K. Architecture and Mathematics. Sept., 456-58.

Reynolds, Marie J. How Big Was That? Parade Prompts Turkey Talk. Nov., 656-57.

Richbart, Carolyn, and Lynn Richbart. A Bird in the Hand. Nov., 674-77.

Richbart, Lynn, and Carolyn Richbart. A Bird in the Hand. Nov., 674-77.

Robertson, James W. Solution or Bused. Apr., 280-82.

Roitman, Judy, and Susan Addington. Who Is Dick Askey and Why Is He So Upset about the Standards? Nov., 626-27.

Ross, Kenneth A. Mathematics Reform for K-16. Oct., 546-47.

Samide, Andrew J., and Amanda M. Warfield. A Mean Solution to an Old Circle Standard. May, 411-13 (see also Dec., 711).

Sanchez, Wendy B., Karen Bell, Thomas J. Cooney, and Diane Fisher-Cauble. The Demands of Alternative Assessment: What Teachers Say. Sept., 484-88.

Sand, Mark. A Function Is a Mail Carrier. Sept., 468-69.

Sanders, Mark. Teaching Statistics with Computer Networks. Jan., 70-72.

Sarna, Alan. Max and Min Problems Using the Discriminant. Oct., 574-75.

Scher, Daniel P. Folded Paper, Dynamic Geometry, and Proof: A Three-Tier Approach to the Conics. Mar., 188-93. Theorems in Motion: Using Dynamic Geometry to Gain Fresh Insights. Apr., 330-32.

Sen, Tapan, Azar D. Raiszadeh, and Farhad M. E. Raiszadeh. Two Car-Buying Strategies: An Old Problem Revisited with a New Analysis. Mar., 196-99.

Shealy, Barry E. Becoming Flexible with Functions: Investigating United States Population Growth. May, 414-18.

Smolansky, Bettie, John Dilendik, and Kay Somers. Class Activities with Student-Generated Data. Feb., 105-7.

Somers, Kay, John Dilendik, and Bettie Smolansky. Class Activities with Student-Generated Data. Feb., 105-7.

Sorby, Sheryl A., and Beverly Gimmestad Baartmans. Making Connections: Spatial Skills and Engineering Drawings. Apr., 348-57.

Stallings, Virginia, and Carol Tascione.

Student Self-Assessment and Self-Evaluation. Oct., 548-54.  
Stewart, Eric Lane, and J. Clark Hansbarger. Merging Mathematics and English: One Approach to Bridging the Disciplines. Apr., 294-97.

Tascione, Carol, and Virginia Stallings. Student Self-Assessment and Self-Evaluation. Oct., 548-54.  
Thompson, Denisse R. Learning and Teaching Indirect Proof. Sept., 474-82.  
Thompson, Denisse R., and Daniel B. Hirschhorn. Technology and Reasoning in Algebra and Geometry. Feb., 138-42.  
Turner, Pamela, Bridget Arvold, and Thomas J. Cooney. Analyzing Teaching and Learning: The Art of Listening. Apr., 326-29.

Van Dyke, Frances. The Inverse of a Function. Feb., 121-26, 132-33.  
Vincent, Mary Lynn, and Linda Wilson. Informal Assessment: A Story from the Classroom. Mar., 248-50.  
Vonder Embse, Charles. Exploring Parametric Transformations of Functions. Mar., 232-40.  
Vonder Embse, Charles, and Arne Engebretsen. Friendly Windows for Graphing Calculators. Sept., 508-11.  
\_\_\_\_\_. A Mathematical Look at a Free Throw Using Technology. Dec., 774-79.  
\_\_\_\_\_. Using Interactive-Geometry Software for Right-Angle Trigonometry. Oct., 602-5.  
\_\_\_\_\_. Visual Representations of Mean and Standard Deviation. Nov., 688-92.

Waits, Bert K., and Franklin Demana. A Computer for All Students—Revisited. Dec., 712-14.  
Waiveris, Charles, and Timothy V. Craine. Where Are We? Sept., 524-34.  
Walker, Dean A., and Duane W. DeTemple. Some Colorful Mathematics. Apr., 307-12, 318-20.  
Warfield, Amanda M., and Andrew J. Samide. A Mean Solution to an Old Circle Standard. May, 411-13 (see also Dec., 711).  
Watanabe, Tad, Robert Hanson, and Frank D. Nowosielski. Morgan's Theorem. May, 420-23.  
Wilson, Bryce W., Penny Coffman, David Jabon, Gail Nord, and John Nord. Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.  
Wilson, Linda, and Mary Lynn Vincent. Informal Assessment: A Story from the Classroom. Mar., 248-50.

Zbiek, Rose Mary. Multiple Connections. Nov., 628-34.  
\_\_\_\_\_. The Pentagon Problem: Geometric Reasoning with Technology. Feb., 86-90.  
Zerger, Monte J. How Many Cards? Let's Ask the LCM. Apr., 298-99, 305.

## SUBJECT INDEX

### Activities

Media Clips, Jan., 30-33, Feb., 118-20, Mar., 202-5, Apr., 300-3, May, 394-97, Sept., 470-73, Oct., 570-73, Nov., 652-55, Dec., 738-42.  
Reader Reflections, 3, 442, 498-99 (see also Dec., 748-51).  
Assessing Students' Ability to Analyze Data: Reaching beyond Computation. Nov., 668-73.  
The Case of Trapezoidal Numbers. Jan., 16-24.  
Everybody Talks about It!—Weather Investigations. Feb., 160-65.  
Experiments from Psychology and Neurology. Oct., 562-69.  
A Graphical Approach to the Quadratic Formula. Jan., 34-38, 44-46.  
How Big Was That? Parade Prompts Turkey Talk. Nov., 656-57.  
An Interest in Radioactivity. Mar., 209-14, 228-30.  
The Inverse of a Function. Feb., 121-26, 132-33.  
Making Connections: Spatial Skills and Engineering Drawings. Apr., 348-57.  
Pentagrams and Spirals. Nov., 680-87.  
Some Colorful Mathematics. Apr., 307-12, 318-20.  
The Square-Patio Problem. Jan., 4-6.  
Trap a Surprise in an Isosceles Trapezoid. Jan., 12-14.

### Algebra

Products, 175, 610, 612.  
Projects, 696-99.  
Publications, 76, 258, 512, 514, 517, 518.  
Reader Reflections, 148-49, 267 (see also Dec., 725-26), 500, 591, 616.  
Counting Tile Patterns. Jan., 8-10.  
Exploring Quadratic Functions: From  $a$  to  $c$ . Feb., 144-46.  
Family Algebra Night. Jan., 28-29.  
Finding Quadratic Equations for Real-Life Situations. Feb., 154-57.  
A Graphical Approach to the Quadratic Formula. Jan., 34-38, 44-46.  
An Interest in Radioactivity. Mar., 209-14, 228-30.  
The Inverse of a Function. Feb., 121-26, 132-33.  
Journals: Pathways to Thinking in Second-Year Algebra. Oct., 588-90.  
Max and Min Problems Using the Discriminant. Oct., 574-75.  
Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.  
Pre-Algebra Topics: Graphing and Polynomials; Measurement Percents with Applications; Statistics and Consumer Applications. Macintosh, DOS 3.0 or later. May, 433-34.  
Technology and Reasoning in Algebra and

Geometry. Feb., 138-42.  
Understanding the Composites. Feb., 116-17.  
A Visual Approach to Solving Mixture Problems. Feb., 108-11.  
When Does a Dog Become Older Than Its Owner? Dec., 734-37.  
The Write Way: A Look at Journal Writing in First-Year Algebra. Oct., 556-60.

### Arithmetic

Publications, 518.  
Reader Reflections, 148, 208.

### Assessment

Publications, 360, 512.  
Reader Reflections, 150-51.  
Analyzing Data from the Olympic Games for Trends and Inferences. May, 370-72.  
Assessing Students' Ability to Analyze Data: Reaching beyond Computation. Nov., 668-73.  
Assessing Students' Thinking through Writing. May, 428-32.  
Coaching versus Competence. Apr., 270-72.  
Communicating Performance Criteria to Students through Technology. Jan., 66-69.  
The Demands of Alternative Assessment: What Teachers Say. Sept., 484-88.  
Informal Assessment: A Story from the Classroom. Mar., 248-50.  
Student Self-Assessment and Self-Evaluation. Oct., 548-54.  
Using a Feedback Form to Communicate with Students. Mar., 184-85.

### Calculus

Publications, 76, 175, 258, 362, 517, 606, 608, 782-83.  
Reader Reflections, 208, 499-500, 667, 676, 702-4, 725-26.  
Exploring Parametric Transformations of Functions. Mar., 232-40.  
A Function Is a Mail Carrier. Sept., 468-69.  
Max and Min Problems Using the Discriminant. Oct., 574-75.  
Projects in Precalculus. Mar., 206-7.  
Reflections: A Lesson in Related Rates. May, 390-93.  
Stimulating Mathematical Interest with Dynamical Systems. Mar., 242-47.

### Communication

Journals: Pathways to Thinking in Second-Year Algebra. Oct., 588-90.  
The Write Way: A Look at Journal Writing in First-Year Algebra. Oct., 556-60.  
Writing: A Necessary Tool for Learning. Feb., 92-94.

### Connections

Products, 76, 175, 611-12.  
Projects, 258, 260.  
Publications, 74, 360, 437, 606, 608, 610.  
Reader Reflections, 267, 291, 306, 439-40, 624, 625.

Architecture and Mathematics. Sept., 456-58.

Becoming Flexible with Functions: Investigating United States Population Growth. May, 414-18.

Data Driven Mathematics: A Curriculum Strand for High School Mathematics. Sept., 460-65, 540.

Do Baseball Positions Correspond with a Player's Race? Apr., 334-38.

The Final Tally. Nov., 636-39.

Geometry, Iteration, and Finance. Nov., 646-51.

Illustrating Mathematical Connections: A Geometric Proof of Euler's Theorem. Jan., 62-65.

Learning and Teaching Indirect Proof. Sept., 474-82.

Making Connections: Spatial Skills and Engineering Drawings. Apr., 348-57.

Mathematical Structures: Answering the "Why" Questions. Dec., 716-22.

Medical Applications of Systems of Linear Equations. May, 398-402, 408-10.

Merging Mathematics and English: One Approach to Bridging the Disciplines. Apr., 294-97.

Multiple Connections. Nov., 628-34.

### Curriculum

Products, 518, 519-20.

Projects, 175-76.

Publications, 74, 76, 171, 172, 174-75, 256, 258, 360, 515-17, 518, 780-81, 782.

Reader Reflections, 151, 179, 182 (see also Oct., 544), 194, 306, 369, 544-45, 576, 624, 710, 711, 725.

Block Scheduling and High School Mathematics Instruction. Dec., 758-68.

Developing as a Teacher of Mathematics. Dec., 769-73.

Dry-Erase Boards for Students' Responses to Classroom Exercises. Dec., 724.

External and Internal Characteristics of Learning Environments. Feb., 112-15.

A Function Is a Mail Carrier. Sept., 468-69.

Learning and Teaching Indirect Proof. Sept., 474-82.

Mathematical Structures: Answering the "Why" Questions. Dec., 716-22.

Professional Communities: Teachers Supporting Teachers. Apr., 321-24, 364.

Systemic Reform: A New Mantra for Professional Development. Oct., 584-87.

Writing: A Necessary Tool for Learning. Feb., 92-94.

### Discrete Mathematics

Publications, 258, 518.

Counting Tile Patterns. Jan., 8-10.

Cutting a Chain—a Problem Made to Be Generalized. Apr., 292-93.

Geometry, Iteration, and Finance. Nov., 646-51.

Solution or Bused. Apr., 280-82.

Spreadsheets: Helpful for Understanding Mathematical Structures. Mar., 252-54.

Stimulating Mathematical Interest with Dynamical Systems. Mar., 242-47.

### Editorials

Publications, 256.

Building Bridges of Mathematical Understanding for All Children. Sept., 536-39.

Mathematics Reform for K-16. Oct., 546-47.

Teaching Applications: Will the Pendulum of Reform Swing Too Far? Sept., 450-51.

Who Is Dick Askey and Why Is He So Upset about the Standards? Nov., 626-27.

A World of Ideas at Your Fingertips. Sept., 454-55.

### Games and Puzzles

Products, 362, 518, 612, 784.

Publications, 74, 76, 171, 256, 434, 514, 500-1, 608, 609.

Reader Reflections, 267, 369, 625, 667.

Group Theory: It's a SNAP. Apr., 342-46. Revisiting and Extending the Hog Game. Dec., 728-33.

Winning at QUARTO! May, 374-75.

### Geometry

Products, 175, 518, 520-21, 783.

Projects, 612-14, 786-87.

Publications, 256, 258, 434, 436, 610, 782.

Reader Reflections, 26-27 (see also Sept., 500), 55-56, 58-60 (see also Oct., 591), 83, 143, 147-48, 150, 201, 208, 251, 255, 263-64, 306, 368-69, 439, 440, 441-42, 499, 500, 576, 591, 625, 678, 701-2, 711.

Analyzing Teaching and Learning: The Art of Listening. Apr., 326-29.

Folded Paper, Dynamic Geometry, and Proof: A Three-Tier Approach to the Conics. Mar., 188-93.

Illustrating Mathematical Connections: A Geometric Proof of Euler's Theorem. Jan., 62-65.

The Incredible Three-by-Five Card! Feb., 96-98 (see also Oct., 576).

Making Connections: Spatial Skills and Engineering Drawings. Apr., 348-57.

A Mean Solution to an Old Circle Standard. May, 411-13 (see also Dec., 711).

Morgan's Theorem. May, 420-23.

The Pentagon Problem: Geometric Reasoning with Technology. Feb., 86-90.

Pentagons and Spirals. Nov., 680-87.

Perimeters, Patterns, and Pi. Apr., 284-88.

Some Colorful Mathematics. Mar., 307-12, 318-20.

Starting an Euclid Club. May, 386-88.

Technology and Reasoning in Algebra and Geometry. Feb., 138-42.

Theorems in Motion: Using Dynamic Geometry to Gain Fresh Insights. Apr., 330-32.

Trap a Surprise in an Isosceles Trapezoid. Jan., 12-14.

Where Are We? Sept., 524-34.

### History

Products, 612.

Publications, 172, 174, 437, 514, 609-10, 780, 781, 782.

Why Were So Few Mathematicians Female? Oct., 592-96.

### Manipulatives

The Incredible Three-by-Five Card! Feb., 96-98 (see also Oct., 576).

### Measurement

Products, 520-21.

Reader Reflections, 710-11.

Where Are We? Sept., 524-34.

### Multiculturalism

Products, 612, 696.

Projects, 77.

Publications, 171-72, 437, 516.

Reader Reflections, 291, 306, 576-78.

### Number Theory

Products, 783-84.

Publications, 437, 606, 781.

Reader Reflections, 3, 26, 83 (see also Sept., 449, 498, Oct., 616), 148, 149, 179, 182, 208, 251, 255, 291 (see also Oct., 544), 368 (see also Oct., 591, 616), 441 (see also Dec., 790-93), 449, 498, 591, 616, 624-25, 725-26, 726-27, 788, 790-93.

The Case of Trapezoidal Numbers. Jan., 16-24.

Cryptography: Cracking Codes. Dec., 743-50, 756-57.

How Many Cards? Let's Ask the LCM. Apr., 298-99, 305.

Solution or Bused. Apr., 280-82.

The Square-Patio Problem. Jan., 4-6.

Using Clock Arithmetic to Send Secret Messages. Feb., 100-4.

### President's Message

Building Bridges of Mathematical Understanding for All Children. Sept., 536-39.

### Probability

Reader Reflections, 27, 54-55, 194, 711.

A Bird in the Hand. Nov., 674-77.

Coin Tossing. Nov., 642-45.

Representing Probabilities with Pipe Diagram. May, 378-82.

### Problem Solving

Calendars, Jan., 39-43 (see also May, 444, Sept., 501-2, 503), Feb., 127-31 (see also May, 444, Sept., 502-3), Mar., 215-17, 226-27 (see also Sept., 503-4), Apr., 313-17 (see also Sept., 504-6, Oct., 620), May, 403-7 (see also Oct., 620, Nov., 704), Sept., 491-96, Oct., 579-82, Nov., 658-66, Dec., 751-55.

Products, 608, 610–11.  
 Publications, 360, 362, 512, 514–15, 606, 608, 609, 695–96, 782.  
 Reader Reflections, 151–52, 179, 264, 306, 333, 442, 444, 500–6, 618 (see also Dec., 794), 620.  
 Active Participation in the Classroom through Creative Problem Generation. May, 383–85.  
 Problem Solving: A Method for All Seasons. Oct., 598–601.  
 Revisiting and Extending the Hog Game. Dec., 728–33.  
 Short-Term Sales Forecasting. Jan., 48–52.  
 Two Car-Buying Strategies: An Old Problem Revisited with a New Analysis. Mar., 196–99.

**Statistics**

Publications, 362, 436, 518.  
 Reader Reflections, 291, 578, 591.  
 The Advanced Placement Course in Statistics: Increasing Students' Options. May, 376–77.  
 Analyzing Data from the Olympic Games for Trends and Inferences. May, 370–72.  
 Becoming Flexible with Functions: Investigating United States Population Growth. May, 414–18.  
 Class Activities with Student-Generated Data. Feb., 105–7.  
 Data Driven Mathematics: A Curriculum Strand for High School Mathematics. Sept., 460–65, 540.  
 Experiments from Psychology and Neurology. Oct., 562–69.  
 The Final Tally. Nov., 636–39.  
 Teaching Statistics with Computer Networks. Jan., 70–72.  
 Visual Representations of Mean and Standard Deviation. Nov., 688–92.

**Teacher Education**

Projects, 437–38, 540.  
 Publications, 608–9.  
 Reader Reflections, 83, 725.

**Technology**

Products, 518–19, 520, 784, 786.  
 Projects, 362, 364.  
 Publications, 172, 258, 606.  
 Reader Reflections, 148, 499, 616, 618, 726–27.  
 Classroom Technology: Tool for, or Focus of Learning? Feb., 134–37.  
 Coin Tossing. Nov., 642–45.  
 Communicating Performance Criteria to Students through Technology. Jan., 66–69.  
 A Computer for All Students—Revisited. Dec., 712–14.  
 Everybody Talks about It!—Weather Investigations. Feb., 160–65.  
 Exploring Parametric Transformations of Functions. Mar., 232–40.

Exploring Quadratic Functions: From a to c. Feb., 144–46.  
 Finding Quadratic Equations for Real-Life Situations. Feb., 154–57 (see also Sept., 499).  
 Friendly Windows for Graphing Calculators. Sept., 508–11.  
 Geometry, Iteration, and Finance. Nov., 646–51.  
 The Graphing Calculator and Division of Fractions. Apr., 304–5.  
 An Interest in Radioactivity. Mar., 209–14, 228–30.  
 Make These Designs. May, 424–27.  
 A Mathematical Look at a Free Throw Using Technology. Dec., 774–79.  
 Multiple Connections. Nov., 628–34.  
 The Pentagon Problem: Geometric Reasoning with Technology. Feb., 86–90.  
 Short-Term Sales Forecasting. Jan., 48–52.  
 Spreadsheets: Helpful for Understanding Mathematical Structures. Mar., 252–54.  
 Stimulating Mathematical Interest with Dynamical Systems. Mar., 242–47.  
 Teaching Statistics with Computer Networks. Jan., 70–72.  
 Technology and Reasoning in Algebra and Geometry. Feb., 138–42.  
 Using Interactive-Geometry Software for Right-Angle Trigonometry. Oct., 602–5.  
 Visual Representations of Mean and Standard Deviation. Nov., 688–92.

**Technology Reviews****Algebra**

Alge-Blaster 3, Windows 3.1 or higher, DOS 5.0 or higher. Feb., 169.  
 GrafEq, Version 2.02, Macintosh; IBM compatible, Windows 3.1 or higher. Nov., 694.  
 Introducing Dynamic Algebra with NuCalc: Investigating Symbols, Functions and Graphs, Power Macintosh or Macintosh with 68040 processor or FPU. Nov., 694–95.

Pre-Algebra Topics: Graphing and Polynomials: Measurement; Percents with Applications; Statistics and Consumer Applications, Macintosh, System 6.03 or higher. May, 433–34.

Toolkit for Interactive Mathematics, IBM compatible 386 or better, Windows 3.1 or higher. Nov., 695.

**Applications**

Mathville, IBM compatible, DOS 3.0 or higher; Macintosh Single Computer School Edition with HyperCard 1.2 or higher. Feb., 170–71.

**Arithmetic**

Analyzer, IBM compatible, DOS 3.3 or higher. Feb., 168–69.

**Calculus**

Animating Calculus: Mathematica Notebooks for the Laboratory, Macintosh. Feb., 168.

Interactive Calculus, IBM compatible, Microsoft Windows 3.1 or Windows 3.0 plus multimedia extensions, 486SX processor. Feb., 169–70.

**Probability**

Prob Sim, Macintosh. Apr., 359–60.

**Statistics**

DataScope, Macintosh. Apr., 359.

**Tests**

Exam in a Can 3, IBM compatible, DOS 5.0 or higher; Macintosh. May, 433.

Toolkit for Interactive Mathematics, IBM compatible, 386 or higher. Nov., 695.

**Tests**

Publications, 696, 781.

**Trigonometry**

Products, 786.

Publications, 258.

Reader Reflections, 55, 149–50, 194, 201, 263, 368.

How High Is the Water Tower? Apr., 274–78 (see also Dec., 710–11).

Perimeters, Patterns, and Pi. Apr., 284–88.  
 Using Interactive-Geometry Software for Right-Angle Trigonometry. Oct., 602–5.

**In NCTM Journals**

Readers of the *Mathematics Teacher* might enjoy the following articles in the November–December issue of *Mathematics Teaching in the Middle School*:

- "A Teacher's View on Classroom Assessment," De A. Tonack
- "Now and Then: Brokering Money and Mathematics; From a Buttonwood to a Box to a Bear and a Bull," Faye Hilgart
- "Teacher to Teacher: Graphing and Social Studies: An Interdisciplinary Activity," Julia L. Brehm

In the December issue of *Teaching Children Mathematics*:

- "The Whole Town Is Talking about It... 'Math Month,' That Is," Donna DeCasas Szemcsak and Oliver J. West
- "Investigating Flags: A Multicultural Approach," Linda Dolinko

